United Nations A/58/318

General Assembly

Distr.: General
27 August 2003

Original: English

Fifty-eighth session
Item 119 (b) of the provisional agenda*
Human rights questions: human rights questions, including alternative approaches for improving the effective enjoyment of human rights and fundamental freedoms

Education and public information activities in the field of human rights

Note by the Secretary-General**

The Secretary-General has the honour to transmit to the General Assembly the report of the United Nations High Commissioner for Human Rights on human rights education, including the United Nations Decade for Human Rights Education, 1995-2004, and public information activities in the field of human rights, which was submitted in accordance with General Assembly resolutions 57/206, entitled "Human rights education", and 57/212, entitled "United Nations Decade for Human Rights Education, 1995-2004".

* A/58/150.
** The present report was submitted on 15 August 2003 so as to include as much updated information as possible.

03-47981 (E) 220903

Report of the United Nations High Commissioner for Human Rights on education and public information activities in the field of human rights

Summary

In its resolution 57/212 entitled "United Nations Decade for Human Rights Education, 1995-2004", the General Assembly requested the United Nations High Commissioner for Human Rights to bring the resolutions to the attention of all members of the international community and of intergovernmental and non-governmental organizations concerned with human rights education and public information and to report to the Assembly at its fifty-eighth session on the progress made towards the achievement of the objectives of the Decade.

Accordingly, the present report includes information received from those actors and other information on human rights education activities undertaken by the Office of the High Commissioner between December 2002 and early July 2003. Earlier activities are highlighted in the report to the Commission on Human Rights at its fifty-ninth session entitled "Promotion and protection of human rights: information and education" (E/CN.4/2003/100).

Contents

		Paragraphs	Page
I.	Introduction	1–2	4
II.	Implementation of the Plan of Action for the United Nations Decade for Human Rights Education	3–35	4
	A. Component one: assessing needs and formulating strategies for human rights education	4	4
	B. Components two and three: strengthening international and regional programmes and capacities for human rights education	5–30	4
	C. Components four and five: strengthening national and local programmes and capacities for human rights education	31–32	9
	D. Component six: coordinated development of materials for human rights education	33	12
	E. Component eight: global dissemination of the Universal Declaration of Human Rights	34–35	13
III.	Public information activities of the Office of the United Nations High Commissioner for Human Rights	36–49	13
	A. Publications programme	36–42	13
	B. Use of electronic media	43–44	14
	C. External relations programme	45–49	15
IV.	Public information activities of the Department of Public Information	50–81	15
	A. Activities of the United Nations Information Service at Geneva	67–77	18
	B. Activities of other United Nations information centres, services and offices	78–81	19
V.	Conclusions and recommendations	82–84	20

I. Introduction

1. This report is submitted in accordance with General Assembly resolutions 57/206, entitled "Human rights education", and 57/212, entitled "United Nations Decade for Human Rights Education, 1995-2004".

2. Since the last session of the General Assembly, the Secretary-General has reported to the Commission on Human Rights on public information activities in the field of human rights (E/CN.4/2003/99) and the High Commissioner for Human Rights has reported to the Commission on the implementation of the Plan of Action of the United Nations Decade for Human Rights Education (E/CN.4/2003/100). The present report includes information on human rights education and public information activities undertaken by various actors between December 2002 and July 2003.

II. Implementation of the Plan of Action for the United Nations Decade for Human Rights Education

3. This section follows the structure of the Plan of Action (A/51/506/Add.7, appendix), highlighting the advancements in the implementation of some of its components.

A. Component one: assessing needs and formulating strategies for human rights education

4. The High Commissioner presented to the last session of the Commission on Human Rights, at its request, a study on the follow-up to the Decade for Human Rights Education (E/CN.4/2003/101). The study included the views of various actors on possible means of strengthening human rights education at the national, regional and international levels and took into account the recommendations of the global mid-term evaluation of the Decade undertaken by the Office of the High Commissioner in 2000 (A/55/360, sect. V). Many of those recommendations are also relevant for the follow-up to the Decade and should be taken into account when formulating policies for the future.

B. Components two and three: strengthening international and regional programmes and capacities for human rights education

1. United Nations system

(a) Office of the United Nations High Commissioner for Human Rights

5. The contribution of the Office of the United Nations High Commissioner for Human Rights (OHCHR) to the Decade's objectives has focused on the courses of action described below.

Ensuring basic worldwide coordination for the Decade and facilitating networking and information-sharing among the Decade's actors

6. The Office has continued to facilitate the flow of information among different actors involved in the Decade's activities, including through a special page of its web site (http://www.unhchr.ch/education/main.htm). In May 2003, OHCHR requested Governments, non-governmental organizations (NGOs) and international organizations to provide information for the present report.

7. OHCHR has further developed its Database on Human Rights Education and Training (http://www.unhchr.ch/hredu.nsf), which is accessible to anyone interested. Information on 600 institutions and 250 new entries were introduced. In the context of the forthcoming establishment of the OHCHR Documentation Centre, the Office will merge this database with other in-house databases.

8. OHCHR has also continued to develop its resource collection on human rights education and training, which is publicly accessible at OHCHR headquarters in Geneva and will be a specialized collection of the Documentation Centre. It includes more than 1,800 items for human rights education and training, including audio-visual materials, produced at all levels.

9. The eleventh Workshop on Regional Cooperation for the Promotion and Protection of Human Rights in the Asian and Pacific Region (Islamabad, 25-27 February 2003) included a specific component on human rights education (for the report of the Workshop, see document E/CN.4/2003/109). As part of the implementation of this component, in July 2003 OHCHR commissioned from the Asian Regional Resource Center for Human Rights Education a study on popular and non-formal human rights education methodologies used in the region, with particular attention to those that are directed to vulnerable, disadvantaged and marginalized groups.

10. The Office has substantively participated in or supported educational activities organized by institutions and organizations at the international level (e.g. the United Nations Educational, Scientific and Cultural Organization; the International Network — Education for Democracy, Human Rights and Tolerance; and the Centre international de formation à l'enseignement des droits de l'homme et de la paix) and at the regional level (e.g. the Democracy and Human Rights Education in Europe Network and the Arab Institute for Human Rights).

Supporting national capacities for human rights education

11. OHCHR has continued its technical cooperation activities aimed at strengthening national capacities in the field of human rights, including human rights education and public information. Details of these activities are provided in the report of the Secretary-General on advisory services and technical cooperation in the field of human rights to the Commission on Human Rights (E/CN.4/2003/112).

Assisting grass-roots human rights education initiatives

12. The Assisting Communities Together (ACT) project was initiated in 1998, in cooperation with the United Nations Development Programme (UNDP), to assist organizations at the local level in carrying out activities aimed at strengthening the promotion and protection of human rights in local communities. In 2003, OHCHR continued the third phase of the project (launched in December 2001), under which

OHCHR and UNDP allocated 206 grants (144 financed by OHCHR and 62 by UNDP country offices) in 29 countries; by mid-July 2003, 76 projects had been completed. The third phase of the ACT project has been marked by increased cooperation with local UNDP offices which, in 18 countries, committed additional funding. OHCHR and UNDP are planning to launch a fourth phase of the ACT project in September 2003.

13. Development of human rights training materials and dissemination of the Universal Declaration of Human Rights are reported on below.

(b) United Nations Educational, Scientific and Cultural Organization (UNESCO)

14. UNESCO has been active in the field of human rights education since its inception. UNESCO and its member States have indicated human rights education as one of the strategic priorities for the organization and a key element for the promotion of the right to quality education.

15. In 2003, UNESCO focused particularly on strengthening existing networks (UNESCO Chairs in Human Rights, Democracy, Peace and Tolerance and a network of human rights research and training institutions) and on the publication of educational and information materials.

16. UNESCO implemented national and subregional projects which focus primarily on the formal education system and include the revision of curriculum and textbooks; the training of trainers, educators and administrative personnel; and the production of educational materials, teacher guidelines and training materials. Among these projects are the following: "Intercultural and human rights education in Albania"; "Education for human rights, peace and democracy in Southern Africa"; and "Education for democratic citizenship: from policy to effective practice through quality assurance in South-East Europe".

17. Within the context of the reform of the United Nations, UNESCO is developing the "UNESCO strategy on human rights", which will be centred on:

(a) Monitoring human rights education in member States as part of the right to education;

(b) Mainstreaming human rights education into national education systems, taking into account the diversity of cultures, historical developments and the history of education in each country;

(c) Integrating human rights education in Education For All (EFA) national plans;

(d) Assisting Governments in the preparation and implementation of national plans of action for human rights education, as requested by the General Assembly during the Decade;

(e) Building strategic partnerships with United Nations specialized agencies and intergovernmental organizations, non-governmental organizations and other civil society associations in order to enhance effective implementation of human rights education at international, regional and national levels. National commissions for UNESCO have an essential role to play in this regard;

(f) Promoting existing UNESCO networks (UNITWIN/UNESCO Chairs, Associated Schools, UNESCO associations and clubs) and establishing new ones;

(g) Awarding the biannual UNESCO Prize for Human Rights Education for exemplary contributions of teaching institutions, organizations or persons.

(c) International Labour Organization

18. The International Labour Organization (ILO) conducted workshops and training courses, in particular through its International Training Centre in Turin, Italy, and issued various publications to promote and provide information on international human rights standards in the workplace, with a focus on gender equality. The target audiences included trade unionists, workers, employers, government officials and legal practitioners, as well as those involved in the conception and implementation of development policies and projects.

19. Other educational priorities of the organization are the elimination of child labour; the sensitization of the business community through, inter alia, participation in the Secretary-General's Global Compact initiative; and the dissemination of information on HIV/AIDS and its impact in the world of work and on indigenous and migrant issues.

(d) Office of the United Nations High Commissioner for Refugees

20. The Office of the United Nations High Commissioner for Refugees (UNHCR) undertook human rights education activities concerning refugee issues and developed training tools. Together with the Save the Children Alliance, the United Nations Children's Fund (UNICEF) and OHCHR, UNHCR launched the "Action for the Rights of Children" initiative to produce training material on children's rights.

21. In various countries, UNHCR undertook educational initiatives such as the "Peace Education Programme", aimed at training teachers and community educators, which included the development of training materials on human rights issues and conflict resolution methodologies; workshops and other promotional activities to sensitize local authorities to refugee law and internal displacement issues; and "tolerance" campaigns aimed at combating racism directed towards refugees and asylum-seekers. UNHCR has also developed a global strategy for the human rights training of its staff, with a view to better integrating human rights into its protection strategy.

(e) World Health Organization

22. In 2002, the World Health Organization (WHO) launched a publication series dealing with health and human rights, to support the integration of a human rights perspective into health policies and work. To sensitize young people, WHO produced a cartoon on the right to health, which is complemented by a resource pack for social workers, teachers and facilitators; in addition, in cooperation with the Joint United Nations Programme on HIV/AIDS (UNAIDS), WHO developed a cartoon on HIV/AIDS and human rights. Finally, WHO reported on an ongoing training programme for its own staff on health and human rights, focusing on issues affecting women and children.

(f) Committee on the Elimination of Discrimination against Women

23. The secretariat of the Committee reported on the work of the Committee in raising the importance of human rights education when examining States parties'

reports under the Convention on the Elimination of All Forms of Discrimination against Women. In a number of countries, the Committee commended related national efforts; welcomed the inclusion of human rights education, including women's rights as an integral part thereof, in school and university curricula; recommended such inclusion where it had not yet been done; and stressed the importance of training teachers accordingly and of eradicating gender-based stereotypes in textbooks. It also advised States parties to make human rights education compulsory for some professional groups, such as members of the armed forces, judges, the police and other law enforcement agencies, as well as health professionals.

2. Non-governmental organizations

24. Several non-governmental organizations informed OHCHR of their contribution to the implementation of General Assembly resolutions 57/206 and 57/212.

25. The Academic Council on the United Nations System shared the following comments by its members:

(a) It is important to strengthen national human rights institutions, which already deal with human rights education; other bodies, such as national committees for human rights education, could be created in those countries where no national human rights institutions exist;

(b) Given the limited resources, the focus of human rights education activities at the international level should be on supporting relevant initiatives in developing countries;

(c) A compilation and evaluation of initiatives undertaken within the Decade, including achievements and shortcomings, could be an important tool for all human rights education actors.

26. The Association algérienne d'alphabétisation (IQRAA) reported on its social education programme, which aims at contributing to social development through education for peace, democracy and tolerance. To that end, in 1995 the organization established a pedagogical commission responsible for the development of educational materials, which were distributed in literacy classes.

27. The Association culturelle d'auto-promotion éducative et sociale (ACAPES, Senegal) stressed the importance, in particular for the United Nations, of strengthening the capacities (technical, financial and institutional) of all actors to participate meaningfully in the process of elaborating, implementing, monitoring and evaluating activities within a national plan for human rights education. ACAPES has developed a training module on human rights, tolerance and conflict management which has been used to train trainers from Niger, Guinea, Togo, Ghana, Sierra Leone and Senegal. ACAPES has also elaborated a human rights curriculum which was used in Senegalese schools, reaching about 8,000 students.

28. The Rural Institute of Medical Sciences, India underlined that resolutions and commitments made at the international level need to be given practical implementation, and that information on those commitments as well as on human rights should be widely disseminated through the media. Particular attention should be paid to children who very often have no access to education.

29. The World Blind Union focused on the importance of literacy for blind and visually impaired persons and the need to make information accessible in Braille and other related alternative print formats. It stressed that the United Nations Literacy Decade (2003-2012) offered an opportunity to implement activities designed to achieve that objective.

30. The World Organization against Torture reported on its "Nigeria International Human Rights Advocacy Project", implemented in partnership with the Centre for Law Enforcement Education, which aimed at building the capacities of Nigeria's civil society in protecting human rights by training human rights NGOs in international human rights law, stressing its relevance to the national human rights situation, as well as in monitoring the Government's progress in this area.

C. Components four and five: strengthening national and local programmes and capacities for human rights education

31. The Plan of Action for the Decade, as well as Commission on Human Rights and General Assembly resolutions, provide for the establishment, upon the initiative of Governments or other relevant institutions, of national focal points or committees for human rights education, which should include a broad coalition of governmental and non-governmental actors and be responsible for developing and implementing a national plan of action for human rights education. This plan should constitute an integral part of the national development plan and be complementary to other relevant national plans of action already defined (overall human rights plans or those relating to women, children, minorities, indigenous peoples, etc.). Related guidelines (A/52/469/Add.1 and Add.1/Corr.1) were sent by the United Nations High Commissioner for Human Rights and the Director-General of UNESCO to all heads of Government in September 1998.

32. Governments have informed OHCHR of their related activities during the reporting period, as follows:

(a) In **Argentina**, the Federal Law on Education (1993) provides a legislative framework for human rights education in schools. Specific measures have been taken to combat discrimination in schools — for instance, addressing access to education in rural areas and access for children with special needs, as well as introducing multilingualism and the teaching of indigenous people's languages and cultures to promote mutual understanding among different cultures. The Ministry of Education also promoted the training of 106 provincial trainers in ethics and citizenship education, who then trained teachers in local schools. Other initiatives in this area included the development of classroom materials; the proclamation, within the school calendar, of 19 April as the "Day of Living Together in Cultural Diversity" and the development of a number of related activities in schools, throughout the country; the establishment, in cooperation with UNICEF, UNESCO and the Organization of Ibero-American States for Education, Science and Culture, of the programme "Learning to Live Together", with a focus on conflict resolution, peace and coexistence in diversity. In addition, the Ministry of Education has devoted special attention to eradicating gender-based stereotypes and to reproductive rights and sexual health. Finally, work has been undertaken to introduce in various schools the "School System of Coexistence", i.e. democratic

principles, norms and practices governing the relationship among members of each educational establishment;

(b) In **Australia**, the National Committee on Human Rights Education, a cooperative venture of relevant governmental and non-governmental agencies as well as the business and community sectors, is the focal point for the Decade and is supported financially by the Government. In addition to the National Committee, state committees on human rights education have been established in most Australian states and territories. In August 2002, the National Committee organized a National Strategic Conference on Human Rights Education, which involved many sectors and produced recommendations for a coordinated national strategy. The Committee also designed the "Citizenship of Humanity" project, which aims at sensitizing primary school students to the rights and values contained in the Universal Declaration of Human Rights. Human rights education is also a main focus of the work of the Human Rights and Equal Opportunity Commission, the Australian national human rights institution, which in 2001-2002 developed a human rights education programme for teachers of upper primary and secondary schools. The programme is composed of a series of cross-curricular (history, legal studies, religious studies, etc.) modules and other teaching materials (videos, worksheets, etc.). In addition, the Commission developed a specific portal on its web site to help teachers and other partners in their related efforts. Since 1999, the Commission has also run a programme which brings together thousands of secondary school students and their teachers for a one-day workshop on human rights and responsibilities, with the goal of preventing discriminatory behaviour; supporting materials are distributed during the seminars. Finally, the Commission has developed awareness-raising activities in private companies to counteract sex- and race-related harassment. NGOs are involved or consulted in most of these activities. The Federal Government has also supported a series of educational programmes on democracy, multiculturalism and prevention of racism, targeting schools, higher education and adult community education. It has contributed to the promotion of human rights education in Asia by supporting training for personnel involved in the administration of justice and by strengthening legal institutions and providing treaty-reporting training in China, Viet Nam and Indonesia, as well as by providing significant funding to the Asia-Pacific Forum of National Human Rights Institutions;

(c) The Government of **Belarus** reported on a series of educational initiatives aimed at fostering mutual understanding, tolerance and civic responsibility among its citizens. In 1995, the Government established the National Plan of Action for the Protection of Children's Rights, which included the introduction of a special 10-hour course on children's rights at all school levels, as well as in teacher training institutes. In 1998, a course on human rights was included in all education establishments. In 1999, the Government ratified the National Plan for the Development of Human Rights Education (1999-2004), which outlines the contents of the human rights course, i.e. human rights, the rights of the child and humanitarian law. Specific university courses, in particular for law and pedagogy faculties, were introduced and related materials were prepared and widely disseminated. In 2000, the Government also organized a competition to reward the most original contribution to human rights education;

(d) **Chile** highlighted the integration of human rights as a cross-curricular topic in the basic and middle education system, in particular in social sciences and

history, as well as the pilot project "Exploring international humanitarian law", developed in 2002 in 32 upper secondary schools and supported by the International Committee of the Red Cross. A specific focus of other educational activities has been the creation of a positive school climate through the development of activities designed to promote the peaceful coexistence of all actors, including training teachers in conflict resolution methodologies and involving parents;

(e) In **Cuba**, primary school curriculum includes "values education", aiming at promoting peace and respect for others and for nature; a civic education subject is taught in secondary schools. Specific related programmes include television programmes on various themes to stimulate analysis and debates on human rights. A major achievement of the educational system, according to the Government, has been the full eradication in the country of any race- or gender-based discrimination. The Government also stressed that training in national and international law relating to human rights is included in the general training programmes of law enforcement and judiciary academies. Civil society's active role in human rights education is exemplified by the work of the National Union of Jurists, which in cooperation with relevant ministries, the Parliament or judicial institutions, regularly organizes seminars and debates for professionals working in the administration of justice, with the participation of academics from Latin American countries;

(f) The Government of **Egypt** reported on the inclusion of human rights education in school curricula and/or school activities. Economic rights as well as women's rights are taught in all grades while legal and health rights are addressed in the second and the fourth grades. International humanitarian law issues, the right to practice religious beliefs and rites and the protection of cultural assets are also taught in school;

(g) The Government of **Germany** stressed the importance of human rights education in combating racism and xenophobic attitudes. Among the activities undertaken at the level of the Länder, which are primarily responsible for schools, it mentioned the inclusion of intercultural education in school curricula and the incorporation of the contents of the Convention on the Rights of the Child in school programmes and textbooks, as well as the adoption, by the Standing Conference of Ministers of Education and Cultural Affairs of the Länder, of a revised recommendation that made human rights education a priority in all Land constitutions and laws on education. The Federal Ministry for Education and Research has launched a series of anti-discrimination and anti-violence programmes at all levels of the school system, including pilot research, evaluation projects and the development of multimedia tools. The Government mentioned three specific educational programmes. The XENOS programme has been designed especially for the labour market; it targets companies, trade unions, firms and other institutions and supports projects in the areas of conflict management and intercultural training. The ENTIMON programme, which focuses on youth, aims at combating violence and right-wing extremism and supports local activities, which have a great impact through media coverage. The CIVITAS programme supports similar projects in the five eastern Länder;

(h) The Government of **Greece** reported that the Greek National Commission for Human Rights has undertaken a series of initiatives to promote human rights education at the university level, with the aim of establishing specific courses on human rights. Also, in 2001/02 the Commission promoted a research study on

national mass media and the promotion of stereotypes and discriminatory attitudes, held consultations with the Ministry of Public Order and the National School of Public Administration concerning the establishment of human rights education programmes for policemen and civil servants, and undertook the translation of related OHCHR materials;

(i) The Government of **Mexico** reported on a series of initiatives, including the establishment, in 2001, of a working group on human rights education involving governmental and non-governmental representatives in order to strengthen human rights education nationally; the request, in August 2002, by the President of Mexico to the Secretary of Public Education to set up a national programme on human rights education; and the signing, also in 2002, of an agreement between the Government and UNESCO to implement a series of human rights educational activities in collaboration with two universities;

(j) The Government of **Morocco** provided an update on the implementation of its national human rights education action plan, which focuses on the school system and includes the revision of curricula and textbooks, the production of materials and the training of teachers and education personnel, in particular those responsible for training colleagues. The plan (1995-2004) is currently in final, dissemination phase, which aims at institutionalizing programmes and materials tested previously. In 2003 the Ministry of Human Rights has also been focusing on human rights education in prisons and for police officials (in cooperation with Amnesty International/Morocco) and on non-formal awareness programmes for NGOs and political parties;

(k) In the **United Kingdom of Great Britain and Northern Ireland** the Department for Education and Skills has introduced citizenship education into the national curriculum for England; it was first introduced in primary school teaching in 2000 and then became a statutory national curriculum subject in secondary schools in 2002. All schools have received guidelines on how to implement the curriculum; more information is available online at the address: www.dfes.gov.uk/citizenship;

(l) The Ministry of Education of the **Syrian Arab Republic** reported on work undertaken towards the integration of international humanitarian law into academic curricula. Educational activities were also undertaken to foster religious tolerance in the formal education system.

D. Component six: coordinated development of materials for human rights education

33. OHCHR is making available information about human rights education and training materials developed by all actors under the Decade through its Database on Human Rights Education and Training (see section II.B.1 above). Information on the OHCHR contribution to this component is available in section III.A below.

E. Component eight: global dissemination of the Universal Declaration of Human Rights

34. On 10 December 1998, on the occasion of the fiftieth anniversary of the Universal Declaration of Human Rights, OHCHR launched a new page on its web site.

35. In 2003, OHCHR has continued to maintain and develop the web page, which comprises the texts of more than 320 national and local language versions of the Declaration; the section can be accessed at http://www.unhchr.ch/udhr/index.htm. Recently, OHCHR has revised some language versions in accordance with comments received by online visitors and reviewed by relevant partners. In addition, OHCHR maintains the page of the web section that features a list of more than 500 items on the Declaration, including print and multimedia material, as received by OHCHR since 1995.

III. Public information activities of the Office of the United Nations High Commissioner for Human Rights

A. Publications programme

36. The goal of the OHCHR publications programme is to raise awareness of human rights and fundamental freedoms and to publicize ways of promoting and protecting them at the international level. Another aim is to encourage debate on human rights issues under discussion in United Nations bodies. Since the publication of the report of the Secretary-General to the Commission on Human Rights (E/CN.4/2003/99), the demand for OHCHR publications has increased considerably. During the reporting period, the Office has distributed more than 74,000 copies of human rights publications, in addition to the 1,600 copies of each publication that are regularly distributed by the Distribution Section of the United Nations Office at Geneva. OHCHR has also increased the number of publications available on its web site.

37. **Fact Sheets**. The Fact Sheet Series consists of booklets that deal with selected human rights issues and explain the structure and procedures of United Nations human rights bodies and mechanisms. The goal is to help readers understand basic human rights and the international machinery that has been established to promote and protect them. All Fact Sheets are available on the OHCHR web site, thereby contributing to their dissemination, a reduction in print runs and a rationalization of costs. In the reporting period, two Fact Sheets were revised: *Combating Torture* (No. 4 in the Series) was published in Chinese and Russian, and *Complaint Procedures* (No. 7) was issued in Arabic, Chinese and Russian. Translations into French and Spanish are currently being prepared for both revisions. Furthermore, the Arabic translation of *The Rights of Migrant Workers* (No. 24) was posted on the OHCHR web site and will shortly become available in hard copy.

38. **Training and educational material**. The Professional Training Series consists of handbooks and manuals intended to increase awareness of international standards and is directed at target audiences selected for their ability to influence the human rights situation at the national level. During the period under review, *Human Rights*

and Law Enforcement: A Trainer's Guide on Human Rights for the Police (No. 5) was published in English and is currently being translated into all official languages.

39. In the context of the Series on the United Nations Decade for Human Rights Education, a revised version of *ABC: Teaching Human Rights — Practical Activities for Primary and Secondary Schools* (No. 4) has been completed and is available in English on the OHCHR web site at http://www.unhchr.ch/html/menu6/2/abc_text.pdf; it will also printed and translated into the other official languages of the United Nations.

40. **Special issue papers**. Special issue papers explore selected issues in greater depth. Several language versions of special issue papers were published in the period under review: *Human Rights and Disability: The Current Use and Future Potential of United Nations Human Rights Instruments in the Context of Disability* (French and Spanish; translations into Arabic, Chinese and Russian are not foreseen owing to lack of funds); *Recommended Principles and Guidelines on Human Rights and Human Trafficking* (Arabic, Chinese and Russian); and *Abolishing Slavery and its Contemporary Forms* (Arabic, Chinese and French; translations into Russian and Spanish are in preparation).

41. **Reference material**. OHCHR reference publications give researchers and human rights law practitioners access to key human rights instruments and other essential information. In this regard, a revised version of the OHCHR flagship publication, *Human Rights: A Compilation of International Instruments, vol. I — Universal Instruments*, was published in English; translations into the other official languages are under way. In addition, volume 3 of *Selected Decisions of the Human Rights Committee under the Optional Protocol* was issued in Russian and will shortly also be published in French and Spanish (it will not be issued in Arabic and Chinese owing to lack of funds).

42. **Promotional material**. The purpose of promotional material is to inform the general public about United Nations work in the field of human rights. It provides answers to the most frequently asked questions about the United Nations human rights programme as well as information on how to use the system to address human rights violations. In this context, *OHCHR — The Office of the United Nations High Commissioner for Human Rights*, an introduction to the work of the Office, was published in French and Spanish during the review period and is currently being translated into Arabic, Chinese and Russian.

B. Use of electronic media

43. Since multilingual development is fundamental to the promotion of human rights, OHCHR is currently working towards making relevant information available in the six official languages of the United Nations. The OHCHR web site is available in English, French and Spanish, and there are direct links to Arabic, Chinese and Russian full-text documents stored in the United Nations Official Document System. The test stage of a project that aims to make the OHCHR web site available in these three languages has been completed.

44. The Office is also committed to making the contents of its web site available to all, including those with disabilities. In this connection, OHCHR has designed several web pages in accordance with international accessibility recommendations.

C. External relations programme

45. **Briefings**. OHCHR regularly organizes briefings for various audiences. It also provides lecturers for briefings organized by the Department of Public Information. A total of 38 such briefings were given by OHCHR staff during the reporting period.

46. **Exhibitions and human rights observances**. Since the report to the Commission on Human Rights, an exhibition of artwork by victims of torture was organized at the Palais Wilson in connection with the International Day in Support of Victims of Torture. In 2002, OHCHR also observed World AIDS Day and in 2003 the United Nations Day for Women's Rights and International Peace, the International Day for the Elimination of Racial Discrimination and the International Day in Support of Victims of Torture. In 2002, Human Rights Day was devoted to the protection of civilians in armed conflicts. On that day, OHCHR organized an inter-agency panel on this subject at Palais Wilson.

47. **Internship programme**. During the reporting period, OHCHR, which participates in the United Nations internship programme, offered internships to 42 graduate students to enable them to gain first-hand knowledge of United Nations action in the field of human rights.

48. **Technical cooperation activities with a public information element**. An account of the training courses, seminars and workshops organized by OHCHR is given in the report of the Secretary-General to the Commission on Human Rights on advisory services and technical cooperation in the field of human rights (E/CN.4/2003/112).

49. **Media liaison**. The OHCHR staff responsible for media liaison brief the international press regularly on the activities of the Office and on the human rights programme in general. They are also responsible for drafting or finalizing press statements on behalf of the Office or the High Commissioner; organizing interviews and media appearances by the High Commissioner; assisting the special procedures mechanisms and the treaty bodies with their media liaison needs; contributing to the formulation and implementation of issue- or region-specific information strategies and campaigns; and the drafting and placing of opinion pieces and other articles in major international publications.

IV. Public information activities of the Department of Public Information

50. From December 2002 to June 2003 the Department of Public Information of the Secretariat continued to initiate and coordinate activities within the framework of the World Public Information Campaign on Human Rights, ongoing since 1988, and the United Nations Decade for Human Rights Education, 1995-2004.

51. In 2003, the Department's activities were part of an overall communications strategy to promote the work of OHCHR, of the human rights treaty bodies and of the special rapporteurs/representatives. For the first time, a press kit to publicize the work of the Commission on Human Rights was produced, in close collaboration with OHCHR. As in the past, Human Rights Day continued to be an important element in the Department's efforts to promote the human rights work of the United Nations and to raise awareness of human rights in general. The Department's

activities for the current year are also part of an overall strategy to promote the theme for Human Rights Day 2003, "Know your human rights".

52. The Department's coverage of United Nations human rights activities, as well as worldwide distribution of relevant human rights information materials, was ensured through a multimedia approach. Information materials were produced in the six official languages of the United Nations and disseminated worldwide, including through the network of the United Nations information centres, services and offices based in more than 70 countries. Many of the materials were adapted into local languages by those offices.

53. The "UN Works" programme expands public understanding of the role human rights and development play in the experience of real people around the world. Via original television programming, educational and media outreach, a multi-language web site and other communications products and activities, "UN Works" brings the objectives of the United Nations to a global audience. In addition, a media partnership with Discovery Communications Inc. has produced public service announcements, web site content, and media and educational outreach for international distribution on human rights, including women's and children's issues. The "UN Works" web site expands on these projects with links to the OHCHR web site and United Nations partners in the field.

54. The Department continued to provide regular coverage of human rights-related stories, including the work of the United Nations human rights bodies as well as the activities of and statements by the High Commissioner for Human Rights (through the United Nations News Service on the web (www.un.org/news) and its print version, the Daily Highlights). News stories are sent by e-mail to thousands of journalists and other subscribers as they are posted daily.

55. In February 2003, the Department produced and widely disseminated a press kit for the fifty-ninth session of the Commission on Human Rights, in English and French, in close collaboration with OHCHR. The electronic version was disseminated to United Nations information centres, services and offices, as well as to UNDP field offices, in English and French, to facilitate promotion of the Commission's work in the field.

56. Other print materials produced by the Department during the reporting period included a background article entitled "The role of the special rapporteurs, special representatives and independent experts of the special procedures of the Commission on Human Rights" and a fact sheet entitled "Know your human rights: International Day in Support of Victims of Torture". These materials, which were prepared in close collaboration with OHCHR, were widely disseminated to United Nations information centres, services and offices, UNDP field offices and journalists at Headquarters.

57. The Department's publication *Africa Recovery* (and its French edition, *Afrique Relance*) ran a number of articles on human rights issues in Africa. The magazine continued to give prominent coverage to the New Partnership for Africa's Development, which places a high priority on human rights.

58. The magazine *UN Chronicle* presented, in the six official languages, a number of articles devoted to human rights, including an article entitled "Their dignity will be mine, as it is yours", by the United Nations High Commissioner for Human Rights.

59. The Department's television, photo and radio activities relating to human rights included regular coverage of statements made to the General Assembly and other intergovernmental bodies by the Secretary-General and the High Commissioner. UNTV and UNPHOTO also provided coverage of press conferences, including those of the High Commissioner, as well as special events organized at Headquarters on the subject of human rights.

60. UN Radio news reaches tens of millions of listeners (through its partner networks in all regions of the world). Throughout the reporting period, UN Radio continued to cover the broad range of issues pertaining to human rights in its daily news bulletins, current affairs magazines, regional magazines and feature programmes. All news coverage activities were featured on the daily broadcasts in Arabic, Chinese, English, French, Portuguese, Russian and Spanish and were posted on UN Radio's web pages. The programmes were also distributed through arrangements with partner stations and networks worldwide via satellite, electronic line transfer, short wave or telephone feed.

61. In addition to news items, UN Radio produced a variety of magazine/feature programmes on specific human rights issues. The programmes were produced for regional and worldwide audiences in 14 languages: Arabic, Bangla, Chinese, English, French, French-Creole, Hindi, Indonesian, Kiswahili, Portuguese, Russian, Spanish, Turkish and Urdu.

62. The Dag Hammarskjöld Library's Global Teaching and Learning Project is working on a number of human rights projects, including a comprehensive curriculum on different types of discrimination for middle and secondary schools; a new web site in partnership with the International Labour Organization on the Declaration on Fundamental Principles and Rights at Work; a web site and print publication that will serve as a comprehensive guide to the Universal Declaration of Human Rights and includes profiles of human rights activists and lesson plans on all 30 articles; a World Summit Event for Schools that will engage schools around the world in information and communication technology activities and human rights in preparation for the World Summit on the Information Society; a poster contest that includes a theme on information and communication technology and human rights; and a WebQuest on child soldiers that includes an exploration of the Convention on the Rights of the Child and the Optional Protocol to the Convention on Children and Armed Conflict.

63. The United Nations launched the International Women's Day web site for 2003 in the six official languages (http://www.un.org/events/women/iwd/2003/). The site also has links on the Conferences and Events page to other events, such as World Press Freedom Day and International Day for the Elimination of Racial Discrimination. The page on "Human Rights" (http://www.un.org/events/ref42.htm) contains a number of links to human rights-related events.

64. Issues relating to the promotion and protection of human rights were highlighted throughout the reporting period at the weekly briefings for NGOs and at the annual NGO conferences organized by the Department at United Nations Headquarters. The Director of the OHCHR New York Office was a speaker at a special event on the situation of human rights in Côte d'Ivoire. At a briefing on peacekeeping, which was organized in observance of the International Day of United Nations Peacekeepers (29 May), panellists emphasized the key human rights component of peacekeeping operations.

65. During the reporting period, the Department organized 22 briefings on human rights, reaching a total audience of 943. The subject of human rights was also frequently addressed in the course of the guided tour of United Nations Headquarters, and was the subject of numerous queries and petitions.

66. The annual student conference on human rights organized by the Department in 2002 took the form of a webcast videoconference with students participating from Headquarters and from nine other locations in five countries. The theme for the conference was "Human rights and sustainable development: a better future for all". It was intended to link the issues discussed at the World Summit on Sustainable Development with the overarching Millennium Development Goals under the umbrella of human rights.

A. Activities of the United Nations Information Service at Geneva

67. The United Nations Information Service (UNIS) at Geneva bears a major responsibility for promoting human rights, given its proximity to OHCHR. UNIS provides information support to all aspects of the work of OHCHR, the Commission on Human Rights, the Subcommission on the Promotion and Protection of Human Rights and the sessions of the five treaty bodies that meet in Geneva. This includes issuing press releases on human rights matters and, in particular, providing press coverage in English and French of their meetings; providing radio and television coverage of those bodies; holding regular briefings by the UNIS Director and the OHCHR Media and Information Officer for the Geneva-based press; and organizing briefings for NGOs, university students and the public. Additionally, UNIS continues to mark international days declared by the General Assembly.

68. **Press conferences**. During the reporting period, UNIS organized 29 press conferences for OHCHR.

69. **Meetings coverage**. The Press Section issued a total of 479 press releases on human rights in English and French during the period under review.

70. **Television and radio**. UN Radio Geneva covered human rights activities and transmitted reports, interviews and audio material in various languages to UN Radio New York and directly to radio stations in various parts of the world.

71. UNTV Geneva news reports on human rights were distributed through major television news agencies to broadcasters throughout the world and provided directly to national stations. Radio and television coverage and distribution were most extensive during the fifty-ninth session of the Commission on Human Rights with daily radio coverage to New York and frequent live transmissions to national stations. Television coverage during this period was provided through the Eurovision network on its global transmissions as well as on feeds to specific regions. The coverage was used in a UNTV feature that was included in the special half-hour Place des Nations television magazine programmes, which focused on human rights. Coverage of the High Commissioner's mission to Africa was carried as well in features produced and broadcast by Switzerland's French television channel and by Réseau France Outremer in its programmes transmitted to Africa from Paris.

72. The High Commissioner recorded a number of video messages and statements for meetings and seminars in different parts of the world.

73. **Public relations**. In April 2003, UNIS Geneva organized a programme for a group of Palestinian journalists who were in Geneva for one week to participate in a training programme organized by the Department as part of the Special Information Programme on the Question of Palestine. This included one day of seminars at OHCHR.

74. During the fifty-ninth session of the Commission on Human Rights, UNIS acted as a moderator for 25 briefings, organized by OHCHR, for NGOs with human rights special rapporteurs and independent experts. It also organized 25 information programmes for groups (approximately 980 participants) from universities or other academic institutions. These groups specifically requested presentations from OHCHR staff.

75. UNIS distributed material for the observance of special days — including messages of the Secretary-General, media advisories, booklets and fact sheets — to the press, delegates, NGOs and the general public. The Press Section distributed human rights material to university students coming from all over the world for seminars organized by UNIS Geneva. UNIS has updated its booklet "*Questions and Answers: The United Nations in Geneva*" with a chapter on OHCHR.

76. The Annual Graduate Study Programme organized by UNIS was held in July 2003; over 90 students participated from over 40 countries. Students were required to submit a final paper at the end of the programme which was sent to the permanent missions in Geneva, United Nations information centres and UNDP offices worldwide and to all participating speakers.

77. The Visitors' Service covers human rights as an integral part of its guided tours. Guides are frequently asked questions on human rights. During the annual training seminar, guides are taught the fundamentals of human rights work, which is highlighted as a major aspect of Geneva's substantive activities. Guides explain to visitors the different aspects of human rights work, the special procedures mechanisms, the work of the treaty bodies and the work of UNHCR. This year, 10 briefings on human rights have been organized in conjunction with a guided tour. Souvenirs promoting human rights are on sale in the visitors lobby.

B. Activities of other United Nations information centres, services and offices

78. Virtually, all United Nations information centres, services and offices undertook activities to promote the implementation of General Assembly resolutions on human rights education. Eighteen centres, services and offices translated into local languages or reprinted United Nations documents and printed materials on human rights issued by the Department. Several centres translated the Universal Declaration of Human Rights into local languages. UNIC Rome also translated the press kit on the Commission on Human Rights into Italian.

79. More than 50 centres, services and offices undertook media outreach on various human rights issues. Op-eds by the United Nations High Commissioner for Human Rights were translated into local languages by nine information services worldwide and placed in local and national newspapers or radio stations. A press conference was organized by UNIC Islamabad for the High Commissioner, and interviews with the BBC and Pakistan TV were also organized. UNIC Bogotá

organized a press conference for the representative of the High Commissioner on the human rights situation in Colombia. UNIC Kathmandu undertook media outreach and distributed information materials to the press for Universal Children's Day (20 November). Other press briefings were organized by seven information centres and UNO Yerevan. UNIC Rio de Janeiro assisted the *Jornal do Brasil* — one of the four most important dailies in the country — in the production of a special eight-page supplement on the human rights situation in Brazil and abroad.

80. An example of educational outreach activities was a Teachers Forum organized by UNIS Vienna for Hungarian secondary teachers, which specifically addressed the issue of teaching about human rights. In addition, UNIS Vienna's 2003 Student Forum (21-24 May) focused on the role of the Organization in international affairs. A briefing was organized on 7 April 2003 with the President of the fifty-seventh session of the General Assembly on a manual on human rights education developed by the Government of Austria. Over 30,000 visitors were guided through the Vienna International Centre in the reporting period; the guided tours included a short segment on United Nations human rights activities.

81. Other activities included placing the Secretary-General's message for the International Day for Tolerance in local newspapers, on radio stations and on TV; organizing round tables and seminars on human rights issues; giving radio and TV interviews on the subject of tolerance; arranging the telecast of public service announcements; participating in radio programmes explaining the importance of Human Rights Day; and producing PowerPoint presentations, a multimedia version of the Universal Declaration of Human Rights and radio and television programmes on various human rights issues.

V. Conclusions and recommendations

82. **The report of the United Nations High Commissioner for Human Rights on the mid-term global evaluation of the progress made towards the achievement of the objectives of the Decade (A/55/360) includes a series of recommendations for action during the Decade's remaining years.**

83. **It highlights the need for Governments to fulfil the commitments made at the international level to develop national strategies for human rights education that are comprehensive and participatory. Priority should be given to sustainable approaches, i.e. training of trainers and the integration of human rights into all relevant training and educational curricula. Given the potential and capacities in this field, national strategies should be developed, implemented and evaluated through partnerships within and among actors, both governmental and non-governmental, working in a spirit of mutual respect.**

84. **Regional and international organizations and institutions should continue to support national initiatives by facilitating the sharing of information and materials and by creating and strengthening networks, the training of trainers and related activities. In this regard, the United Nations Decade for Human Rights Education, 1995-2004 represents a major opportunity and mobilization mechanism for focusing the educational efforts of the international community.**